

OFFICIAL PUBLICATION OF THE CANADIAN CAMPING ASSOCIATION

CANADIAN CAMPING

December 1957, TORONTO, CANADA



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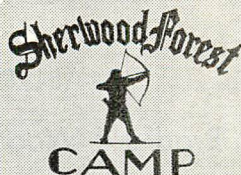
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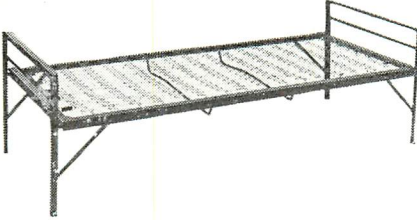
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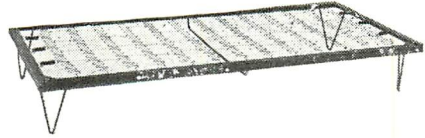
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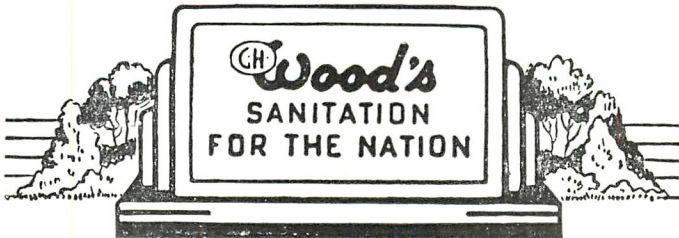
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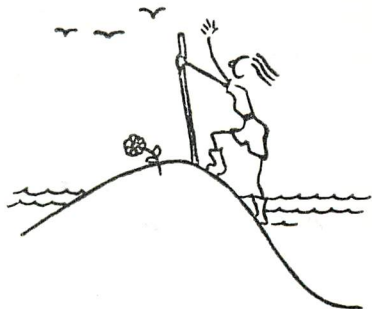


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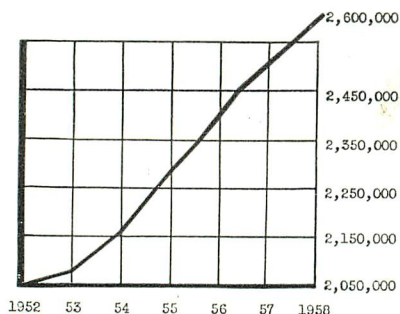
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CANADIAN CAMPING

Vol. 10

DECEMBER, 1957

No. 1

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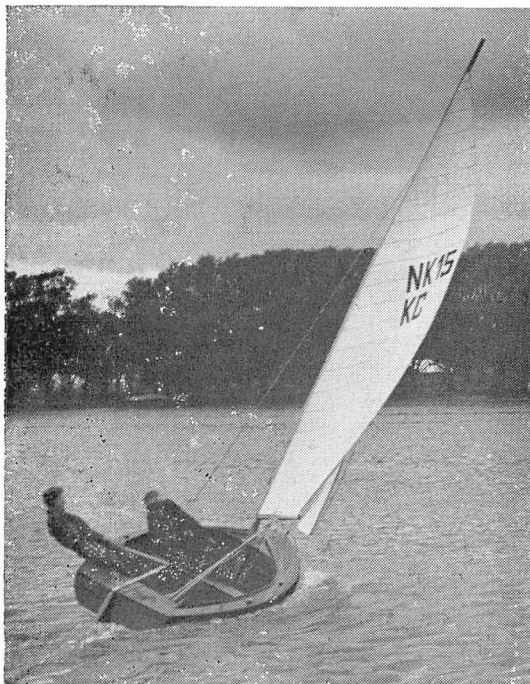
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IMPRESSIONS FROM CAMPS

By C. T. Sharpe

Some time ago, a friend, who knows about how long the present writer has been in camping, and the number and variety of camps visited, asked him two questions based on his camping experience. The answers were to be prompt, almost instantaneous, those that came most quickly and readily to mind. Thus, it was hoped, the most dominant impressions and recollections would find expression. It was requested that the responses be limited to about three sentences for each question; preferably less.

THE QUESTIONS WERE THESE:

1. "What one, two, or three things have impressed you most favourably about the camps as you think back across the years and the many camps visited?"

2. "What one, two, or three things have least favourably (most unfavourably) impressed you about the camps?"

(It would be a salutary and stimulating thing if every adult who has read thus far, and who has actively participated in organized camping for a period of years, would, before reading further, write down his or her answers to the above questions. Limit each answer to three sentences or less.

EDITORIAL

Formerly, and for many years, with Camp Layolomi and Sherwood Forest Camp; Chairman, Camp Committee of Ontario Boys' Work Board; Member of National Camping Committee of Y.M.C.A., Member Camp Norval Committee; First full-time Director of Camping for Ontario (retired); Member of the Board of Ontario Camping Association.

Canadian Camping would be interested in printing selections from the answers, anonymously if desired, in some future issue.

If interested, do this now, before you read on, so that your responses are unaffected by the ones that follow. C.T.S. and Editor.)

The answers appear below, but, first, this comment as a preface to them: The first answer is based on all the years of the writer's camping. The second answer is undoubtedly coloured by the experiences of the past ten years. The whole camping experience on which both are based has been continuous for at least fifty years; all but a tiny bit of it at the senior staff level. The camps visited while in operation or attended as camper or staff member, would total two hundred and fifty or more.

Answer Number One:

The finest and over-riding impressions are of the good times the campers have, and of the friends, skills, knowledge and enrichment they acquire, and the memories they accumulate for the whole of life.

Answer Number Two:

The least favourable impression is the far too casual attitude of too many camps (the CAMPS, rather than the

campers) towards even the simplest and most elementary precautions with respect to water-safety; particularly with regard to "free-swim" time, and watercraft supervision.

Having thus completed the formal answers to the questions, more *must* be said regarding answer number two. This is not a further answer to the question, but a comment on the situation to which it refers.

Failure to take steps to bring about better observance of water-safety practices can have disturbing, ominous and even tragic consequences.

Too many camps (both long and short-term ones) seem to make no very serious attempt to mark conspicuously, however crudely, the right and left on-shore and off-shore limits of the swim-area, and the maximum distance permissible off-shore, to say nothing of joined markers (float-lines) to make the various limits still more conspicuous. At times buoy-lines seemed to be regarded as a nuisance or an extravagance. Some camps actually had good, usable equipment for this purpose, but didn't use it!!!

Too many camps, small and large, have no idea of how many are in the water at one time — how many have to be accounted for. Nor do they realize how many times the total involved can change within one swim period. In-and-out check systems seemed to be conspicuous by their absence.

In some camps where checking seemed to be too much bother, even the persons supposed to be exercising such swim supervision as there was, were in no position to do so satisfactorily, as they were in swimming along with the campers. Good super-

vision is NOT provided that way.

Other camps claim to use "The Buddy System" or their own improved(?) version of it, but what is done is hardly worthy of the name. The checks are so infrequently and so loosely made that there is little or no respect for the system, for such is not demanded. Camps that are lax with respect to the safety of life are very likely to be still more lax with respect to other matters.

Good water-front supervisory facilities are not necessarily costly. One of the very best waterfront-supervision layouts and operations that this observer has seen in many years, was the idea and work of an eighteen-year-old girl. It was the best looking, best laid-out, best equipped, best organized, most strictly administered, AND best and most promptly respected by the campers. It was made by campers and others under that girl's supervision, and entirely from scrap material and left-over paints.

This also should be said of that same waterfront: The participating swimmers had learned to respond promptly, thus saving swim-time for all. The whole thing gave the impression of one of the happiest and most fun-filled swim periods observed anywhere.

Opinions may vary as to the merits of the "Buddy System" and variations of it. But, whatever one's estimate of it may be, it is still infinitely better than no system at all. It is also better than some other locally-devised system, however good in theory, that lacks any really wholehearted, serious attempt to make it work.

Organizations that own camps, and committees that sponsor or operate

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I want to say something about spiritual values in camping, and tonight we must think BIG about religion. We do not want to think about our separate denominations or special branches of religion, but we want to stand on common ground as we deal with the "given unity".

You can't pretend to take religion seriously. You can't fit it into your programme because "It's the thing to do". The kids can always see through your insincerity. You can't get away with anything artificial in dealing with

build houses. Some work in banks. I'm a camp owner. So what? It's a living isn't it?" What's your hidden agenda? What's the objective behind the written objective that appears in your publicity folder?

What should camping objectives be like if they are to reflect spiritual values? Here are some hints:

1. The objectives should have something to do with the out-of-doors — we are living in God's world.

CAMPING IN DEPTH

An address By Rev. Wilbur K. Howard, Associate Editor, Sunday School Publications, United Church of Canada, at the Annual Meeting of the Ontario Camping Association, Tuesday, April 2nd, 1957.

spiritual values and your campers. You can't professionalize religion in camp. You can't be lukewarm about it. It must be real. Either you have it or you don't.

I would like to mention three spiritual opportunities that we have in camping:

1. Objectives
2. Meaningful Moments
3. Leadership

OBJECTIVES

Why are you in the camping business? Level now. No baffle gab. No front window dressing. Some of you might say "It's a business. Some men

2. Camping objectives should be related to the total personality in a total context. For instance, one of the characteristics of juniors is that they are eager to learn. Just because summer comes along their brain cells don't take a vacation. And so in camp we deal with the total personality of the camper — everything that he is, everything that he brings with him. His community influences will rub off in camp. He brings the heritage that he gets from home. He shares what has happened to him as a result of being at school. The total child comes to camp. When I say that camping takes place in a total context I mean that the camp should not be a cultural island shut off from the rest of the world but should recognize that the campers come from communities and will be going back to communities.

3. The objectives should develop individuals able to make reasoned decisions based on the best values they have. The values may be very poor but we'll have to start where they are with the best they have. There are a few things that militate against individuals making reasoned decisions based on the best values they have. Some of these things are:

Conformity — There seems to be a fear of being different. And so we see that radar-directed person going about listening carefully to find out the kind of person he is expected to be and the kind of things that he is expected to say.

Tradition — We are moulded when we get into a set of circumstances that have been formed over the years and that's the way things are done.

Social Pressure — When the gang says come on be a sport, they are really saying, "O.K. You can stop thinking now."

4. Objectives should help persons respect the unique worth of each individual including themselves. Frank Lloyd Wright, the great architect, at eighty-four had more work under construction than ever before in his life. He said this: "I draw and build and teach my apprentices and send them out into the world, not to be like me but to be themselves." We should be careful not to impose our needs and wishes on another.

5. Our objectives should develop individuals committed to make constructive use of their powers and those of others for the common good. You will see that this is the basis of group life. This means, too, that we shall recognize our inadequacies. In dealing with boys and girls, we must realize that there are many areas in which they will be far

better than their leaders. All of us have weak spots. All of us are inferior to someone in some areas. And it is important that we learn to recognize our inadequacies and to live with them. We must not try to cover them up or pretend that we do not have them. This is immature behaviour.

6. Our objectives should help individuals to discover fresh meaning for their lives through an awareness of God. What fresh meaning have you discovered for your life this past week, the past month, the past year?

MEANINGFUL MOMENTS

1. *The Outdoor Church Service*

It has the fresh impact of a different setting. It takes place in a natural setting. Worshipers are filled with the awe of the outdoors. There are some dimensions that you don't usually have in church at home:

Smell — The pleasing pungency of the incense of the evergreens.

The Distant Look — The lake looks so quiet in the distance. There are clouds, like a mobile Rorschach test. And movement has a sweep of grandeur when filtered through distance.

Sounds From Afar Off — Voices muted by distance become music. Distance lends the magic of a new sound to the bark of a dog, the sound of insects, bird calls.

Feel — There is the delightful feel of sunlight on the body, the cool touch of shade, the nerve-caressing brush of the breeze.

All these things leave you speechless with the bigness of the moment.

And then there is the natural togetherness of people you live with and

like. This is real. The leader who taught you how to swim reads the Scripture. The kids in the choir are campers you swim with, eat with, hike with, ride with.

The people at the church service form an all inclusive community. No one feels left out. Camper, counsellor, unit head, cook, maintenance men, everybody is there and everybody belongs. God is Father of us all.

2. *Morning Watch*

You start the day off getting a little perspective. You satisfy an inner hunger, a compelling desire.

3. *Grace*

Before meals or after if you desire. This is the pause to remember the gracious God who provides us with the means whereby our bodies are nourished.

4. *Vespers*

A special service of worship at sunset. Sometimes in the tremendous moments of vespers, silence is more eloquent than words.

5. *Hymns*

Hymns carry their own depth and meaning. Spirituals have a real place in leading us into the presence of God.

6. *Campfire*

There are unique opportunities for spiritual values in the campfire setting. Let us not neglect the power in the effective reading of Scripture in the reflective atmosphere of firelight and fellowship. There are great possibilities in the dance and drama.

7. *Unplanned Moments*

And let's not forget the spiritual values in unplanned moments. Sometimes a gang has come back from an overnight trip talking only about mosquitoes, sand in the bacon, the loud-mouth camper in the night. What an opportunity the leader had when the overnights gathered around the campfire before turning in. Thinking about the others back at camp made them feel closer together. The excitement and adventure of the trip gave them a strange and thrilling sense of oneness. And added to all this was the positive pull of the firelight and the negative push of the surrounding darkness with its eerie night noise. In that moment — never to be recaptured — what a chance the leader had to create a climate where everybody was free to share some of the deep and wondering feelings, desires, fears and hopes that stir within.

LEADERSHIP

It is important that our camps provide leadership with a spiritual dimension. We're all in this together. Everybody in camp — counsellors, director, cooks, maintenance men — must share in this kind of leadership. I have seen a camp where the counsellors were insensitive to spiritual values. All the splendid things after which the director was striving were undermined.

You are a co-worker with God. You are dependent upon God for anything important that you have to give. If something significant and life-changing happens to a camper, don't step forward to take complete credit. Remember, you are a channel for a spiritual power which caused this change to take place in the camper.

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AMONG OURSELVES

By Gertrude E. Moore, Founder

Moorecroft Camp

Vancouver Island, B.C.

Western Canada is proud to place among the list of Canadians who have pioneered in organized Camping in Canada, Arthur Henry Sovereign, third Bishop of the Yukon and sixth Bishop of Athabasca and a first in his outstanding scholarship, leadership and achievement. Vernon, British Columbia, claims him now as its most distinguished citizen, not "retired, only retreaded".

Camping and Bishop Sovereign are synonymous. As far as is known, in July 1906 at Snug Cove on Bowen Island in Howe Sound, B.C., his camp of 40 boys from Christ Church in Vancouver, was the first organized camp in B.C. as we now know organized camping. An "Efficiency Bronze Medal" for those who reached a high all-round standard, anticipated Taylor Statten's "Canadian Standard Efficiency Training" on which Bishop Sovereign later worked with Mr. Statten. There was no permanent camp site for this group and



*Right Reverend Arthur Sovereign,
M.A., D.D., F.R.G.S.*

*Bishop of Yukon, 1932.
Bishop of Athabasca, 1933 - 1950.*

it moved from place to place for three seasons. Then Bishop Sovereign became first rector of the new St. Mark's parish and in 1909, St. Mark's Camp was established. It boasted permanent buildings of all kinds on one hundred acres at Lion's Beach on Howe Sound, B.C. The camp operated for one hundred campers for periods of two weeks, Senior and Junior Boys, Senior and Junior Girls and a period for the choir boys of St. Marks. This camp flourished for twenty-one years. One often hears a camper's story of fond camp memories and of the admiration and inspiration of their beloved Camp Director.

Another first in camping was in 1931, when as Bishop of Athabasca, he established the first camps in the Peace River Country. Bear Lake Camp was the first, on a site of ten acres with permanent dining hall and cabins. This camp is still in operation. It was followed by two others, "Willow River Camp" near Beaverlodge and "Lake Baptiste Camp" near Athabasca.

All of these camps are situated on property owned by the Church. The Buildings are permanent, and include dining room and kitchen, lodge and cabins, designed to accommodate fifty campers for a period of ten days to two weeks. Cabins house nine campers and a leader. Leadership is drawn from the Church communities, and training given by the Church. Activities include swimming and boating. Campcraft has an important place on the programme, and includes trips out of camp, cook-outs, nature lore, singing and good music, along with religious instruction.

Born in Woodstock, Ontario, Arthur Sovereign attended public and High School there and entered the University of Toronto, graduating with first class honours and a scholarship in Philosophy. This was followed by post-graduate work in Philosophy and Theology at Wycliffe College and Oxford University. Bishop Sovereign has to his credit many degrees. His church has bestowed on him its highest degrees and in his travels, high honors by both church and state have been lavished on him. Outstanding scholastic record was matched in sports by his membership on his college teams of baseball, football and hockey. Not resting on these student laurels, Bishop Sovereign was for many years an active mountain climber in Switzerland and in British Columbia, climbing many of the difficult peaks in the Rockies. This man was well equipped in body, mind and spirit to

reach the mountain tops.

In 1906, Bishop Sovereign's ministry began at Christ Church, now Christ Church Cathedral of Vancouver. Three years later he was appointed first rector of St. Mark's parish in the Kitsilano district of Vancouver. This new parish was at that time a wilderness of stumps. His work began with a dozen communicants and 15 children. After 22 years of his inspired leadership at St. Mark's, it recorded a communicant list of 1000 and a Sunday School of 76 teachers and 1000 students—the largest Anglican Sunday School west of Winnipeg.

It was during these 25 years in Vancouver that the Bishop's limitless energies and his unquenchable zeal included the following: Chaplain of the Old Contemptibles; the Gyro Club of Vancouver; the school Cadet Corps; Professor of the Apologetics in the Anglican Theological College at the University of British Columbia; vice-president of the Children's Aid Society and chairman of the Adoption Committee; executive member of the Greater Vancouver Health League; president of the B.C. branch of the Royal Life Saving Society; member of the Alpine Club of Canada, the B.C. Mountaineering Club and the Mountain Climbers Safety Club; a commissioner appointed by the B.C. Government to establish Garibaldi National Park; a fellow of the Royal Geographical Society; chairman of the Juvenile Court in Vancouver; to these may be added many high positions in the Anglican Church.

Among the proud achievements of this great man have been, the founding of The John Howard Society with 30 branches now across Canada, the initiation of the B.C. Playground Movement with its insistence on supervision—the first Gyro playground being established

Cont. next page

in his parish in Kitsilano in 1924. Since that time with the help of the Gyro Club and a budget of \$100,000, ten other playgrounds have been opened, situated in perhaps the most beautiful settings of any in Canada, possessing the finest of playground equipment; and finally three years ago the opening of their wonderful Day Camp in the Capilano Canyon District.

Among Bishop Sovereign's teams in his Athletic programme at St. Mark's were many winners, B.C. Champions and Olympic contestants in swimming, track and field and basketball; the organizing of the "Climbers' Safety Club", a group of six expert and experienced climbers, one of which was himself, who over the years searched and found many lost climbers and three who had died before they were found. All these activities and more he left for others to carry on when his work took him from Vancouver.

For twenty years Bishop Sovereign served as Bishop of Athabasca, that huge diocese founded in 1874, covering 600,000 square miles of Northern Alberta, one sixth of the area of Canada. Prior to that period, for a short term of ten months he had been Bishop of the Yukon, a country of majestic beauty and wilderness of silence, where no one but a man accustomed to "feats of skill and daring" could carry out the duties of the church. Bishop Sovereign went Overseas in 1915 with the Canadian Expeditionary Force and for three years was attached to the Y.M.C.A. It was as Rector of St. Mark's, Vancouver, that those of us in recreation and camping profited most by his vision, understanding and assistance in our work.

My introduction to Bishop Sovereign and his lovely wife was through Mary Edgar of Glen Bernard when I first came to British Columbia in 1925.

Mary Edgar and Ellen Sovereign had been school friends at Havergal. We all shared a common interest, "Camping". It was not strange, that some years later, Bishop Sovereign helped me make my final decision to adventure in pioneering Moorecroft, the first privately owned organized camp in the Canadian West. The hospitality and kindness of the Sovereign home was a happy experience. The Sovereign family of three daughters and a son was a delight. The son, Arthur, followed his father's early inclination to become a doctor and now is practising in Vernon. The daughters, all married and living in various parts of Canada and the United States, were influenced by their father's interest in recreation and camping. Ellen and Mary graduated from the Margaret Eaton School in Toronto. Beth, a graduate of the University of British Columbia, became a teacher specializing in Physical Education.

Bishop Sovereign's influence and inspiration on all young people around him have resulted from his firm belief that a life of high purpose and adventure are attainable and within the reach of youth. In all his many years of camping with young people, he had held for them the pattern of the life of Jesus, not divided into compartments, but a living unity of the physical, mental, spiritual and social; not vague and etherial, but positive and practical completeness.

I have often remembered my goodbye to the Sovereigns as I was leaving Vancouver in 1928 to return, as I thought then, to live in Toronto. Mrs. Sovereign said to me, "We never write letters, but once a friend always a friend with us". How true that has been through the years, as many, many others, as well as myself, have discovered them to be—wonderful friends.

—●

GIRL GUIDES CENTENARY WORLD CAMP IN CANADA

By Mavis E. Berridge,

Waterfront Director for World Camp.

A flurry of flags from forty-two flagpoles announced the official opening of the first Girl Guide World Camp ever to be held in Canada. The date was August 9th, 1957. The time, three o'clock in the afternoon, Eastern Daylight Time. The place: Ontario's Girl Guide Training Centre, Doe Lake, Sprucedale, Ontario.

With the influx of sixteen hundred people, the bear had retired to the deeper bush, the doe and her fawn no longer grazed the camping fields, and even the birds retired to more distant trees.

Two years of planning, during which the Steering Committee studied every detail of the vast set-up, had finally culminated in this great gathering of girls from forty-one countries spread throughout the world, in honour of the memory of their founder, Lord Baden-Powell of Gilwell, in this, the one hundredth anniversary year of his birth.

Canada was not alone in her task of being Hostess Country to a World Camp in 1957. There was one in the Philippines in January, and two others

Cree for the great Prairie tribe of that name; Bella Coola for the West Coast Indians. Each of these sub-camps was made up of two hubs, which in turn had four or five units comprised of four patrols of eight girls, each of whom had received camp training, tent pitching, cooking on charcoal stoves, gadget in Switzerland and England during the Northern Summer. Because of this, it was decided that our camp theme should be Canadian in general and Indian in particular.

Trips were arranged to Algonquin Park and to a sugar bush where sap had been stored since the spring so that the girls might see a real Sugaring Off, as well as all kinds of equipment, both ancient and modern, used in Maple Syrup and Maple Sugar making. On the campsite itself was a marquee containing an exhibit of things Canadian. This we called, simply, *Canadians*.

Then there was the Indian Theme. The camp was divided into four sub-camps, called *Mic-Mac* for a tribe of Maritime Indians; *Iroquois* for those who dwelt in the Great Lakes area;

Cont. next page

ADVANCE NOTICE !

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of the

**CANADIAN CAMPING
ASSOCIATION**

and

**QUEBEC CAMPING
ASSOCIATION**

•

**April 11th & 12th
1958**

•

**WINDSOR HOTEL
MONTREAL, QUE.**

making, and so forth, in her own country before she came to this camp.

Now, canoeing is an Indian activity; tripping is a Guide activity; so it seemed natural to include Canoe Tripping among our camp activities.

But HOW . . . how CAN one, inside ten days, allow so many girls (who may or may not have even seen a canoe before) the experience of a canoe trip? It was a problem. The Steering Committee bought thirty sixteen-foot canoes, and the Ontario Girl Guides already had five small two-person canoes, making a grand total of thirty-five. But in order to give as many people as possible an opportunity for a canoe trip, twenty-four of these would have to be set aside purely for the trips to the four overnight spots around the lake. This left eleven canoes for teaching purposes, which limited considerably the amount of lesson time each of the twelve hundred campers could have.

Thanks to the generosity of members of the Ontario Camping Association, eighteen more canoes were added to this number for the period of the World Camp. At the peak of their summer season, sixteen private camps lent us one or two of their own canoes, nine of which were collected and returned from the Huntsville District by one of the camp directors who also lent us his canoe trailer for the safe transit of the six canoes from Haliburton Area. The remaining three canoes were delivered to Doe Lake, and collected again by their owners.

Swimming and canoeing were taught by a staff of thirty-six Guiders, all holders of Bronze Medallion R.L.S.S., or the Red Cross Instructor's Certificate. The first job was to check the swimming. The girls had come with bathing caps to match their swimming

ability . . . red for Beginners, blue for Intermediates, and white for Seniors. Each White Cap who could swim one hundred yards in good style and tread water for ten minutes with ease was given a white plastic bracelet . . . or rather, a strip of plastic which she wove into a bracelet herself. This was her passport to the Beginners' Canoe Class.

In this group, those who had canoed were separated from those who had not, and those who had were put through their paces. If good in the bow but not strong in the stern, they were given a yellow plastic strip to weave in with the white. If they were strong stern paddlers and showed ability, a green strand was added to both yellow and white. This was all duly entered on large check sheets, one for each sub-camp, where the name of each girl was entered in Patrol order.

From there it was an easy matter to check the lists sent in each day by the Trip Tents where the girls signed for Canoe Trips. One Waterfront Guider accompanied each trip and checked her own lists. Thus we were certain that no girl who was not ready left the campsite by canoe.

Those private camp directors who lent us canoes may like to know that canoes remained in the bay at all times, and were always used for teaching under the eagle eye of an Instructor.

The lessons went on every morning and evening, and every day girls went through more stages in canoeing, and more strips of plastic were woven into bracelets. Throughout all instruction we used Major Hoyle's excellent Canoe Standards in the scheme of progress.

For the first few days, canoe trip lists were unvaried reading, most names

continued on page 37



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MARCH 7th & 8th, 1958

THE PRESIDENT QUOTES . . .

*By F. M. Van Wagner, Director,
Camp Nominique.*

Anyone who has been engaged in camp work for twenty-five years or more must be aware of the great changes that have taken place in both our theory and practice. The most noticeable perhaps are the additions of buildings and equipment, and the end is not yet in sight.

It might be well for us to pause and ask ourselves if all of these expenses and attractive improvements really provide a better camping experience for our campers. We know that attractive buildings make a favourable impression, but do they necessarily ensure a better camp?

No doubt it would be generally agreed that by far the most essential requirement is a good staff. Here, too, considerable change has taken place in our thinking and practice. In our early camping days, a camp staff consisted of the Director and his counsellors. We now believe that, in addition to Director and Counsellors, a permanent senior staff is also necessary, numbering perhaps one to each four to six tent counsellors. These senior or professional staff members will be sectional heads and specialists in the various activities which the camp seeks to promote.

It is as important for a camp, as for a school to have a permanent professional staff. For whatever our camping objectives may be, we are surely engaged in the teaching and guidance of campers.

Yes, we still require counsellors as much as ever, though we may not expect quite as much from them as we did in our early camping days. This is due in part to the fact that on the average they are younger and their term as counsellors is often shorter.

Until the beginning of the second World War, an adequate supply of college students was available for counsellors. In our case, during that period, a third of our counsellors were medical students who had completed at least four years of college. In those days counsellors commonly returned for from four to eight years, thus ensuring a mature and experienced staff. Conditions have changed greatly as directors are all too well aware. It is now very difficult, and for most camps impossible, to secure a complete counsellor staff of college students. This, I believe, is especially true of boys' camps. Many camps now find it necessary to use some high school students as counsellors. These would formerly have been junior counsellors, or counsellors-in-training.

When first faced with this situation, we were considerably worried. However, after some years' experience, we have come to realize that, with a larger senior staff to instruct and supervise counsellors, very satisfactory results can be obtained. We are not trying to advance an argument in favour of lowering the age of counsellors, but rather to state that greater use of a permanent senior staff is most desirable, and incidentally, will make possible the effective use of some younger counsellors.

As might be expected, our senior staff is composed principally of school teachers who have families. To secure and retain their services, it has been necessary to provide each family with a completely equipped four room cabin and board. The considerable planning and expense involved has been more than justified.

—●

SOME THOUGHTS ON WINTER MAINTENANCE

*By David Palter, Director.
Camp Kawagama.*

Have you left your caretaker a work list for the Winter? When normal maintenance has been done after camp closes, there are many jobs that can be done during the winter months. Plan your work programme on jobs for which he never seems to have time in the summer: repairing screens, patching canoes, repairing foundations on wood buildings where the cedar posts are beginning to deteriorate. These things are one-man jobs that can be leisurely done when there is no pressure:

Does your caretaker know that ice will last twice as long in July if it has been swept clean each morning in December and January? Honeycombed ice melts much faster than dense blue ice free of air bubbles. Snow frozen into the ice causes air pockets. A regular clearing programme must be continued until ice is cut in late January or early February. That makes good ice.

Another thought on ice — even though you have Hydro, block ice is necessary in case of a long power interruption (unless you have a stand-by generator).

Are you contemplating any new buildings such as cabins, office, storehouse, etc? Now is the time of year to draft your plans. Have them checked and ready for bids by contractors if your caretaker is not able to do the building himself. Contractors, to-day, seek winter work. This is a new development in the last few years and they have learned that construction can continue all year round if properly

planned. If your camp is reached only by water, January is an ideal month to start building since trucks can bring in all the building material over the ice. Foundations can be laid on milder days, if salt is mixed with the cement. The ground can be dug using a pick axe on frozen topsoil. Once the foundation is in, wood construction can continue normally in temperatures as low as zero. Painting should be left for Spring, but at least the Spring rush in getting camp open is relieved.

Winter is the time to build floating docks. Logging companies to-day bring their logs out of the bush on trucks in mid-winter. You too can get your pine and cedar during the mid-winter and by building the dock on the ice, there is no launching in the Summer. The docks are built on the ice exactly where you need them and when the ice melts they sink into place.

Do you use iron folding cots? Winter is a good time to round up all your broken beds and have them repaired. A hack-saw, cold chisel, breast drill (or electric) with a supply of stove bolts will put your beds in shape. If necessary, use two broken cots to make one good one, discarding bent legs and frames.

Do you have a problem with field mice? Sprinkle chloride of lime liberally on the floors in buildings where you have damage from rodents. It acts in a double way. Field mice and chipmunks will not walk over it and in the Spring when the floors are washed, the chloride of lime has done a good job of bleaching, deodorizing and sanitation.

DUEL

WATER SKIING'S NOT FOR US!

Ours is a camp that has tried water skiing and aqua planing, and found that these activities detract from the general waterfront programme. Looking at the broad picture, we find that except in a limited number of cases, the focal point of camp activity in this country is the waterfront; and in far the greater number of situations, parents send their children to camp so that they can learn to swim and dive; therefore, most camps stress water activities and are heavily staffed for the purpose.

It has been amply demonstrated to us, during this past season particularly, that water skiing makes great demands on staff and equipment. The power boat must be manned by two proficient staff members; another counsellor is required on shore to keep campers in order, to keep them off the dock and to see that life preservers are properly worn. We know many who think this latter precaution is unnecessary, but we have had reason to insist that it be observed. This means, then, that three members of one's waterfront staff are engaged in giving a thrill to one camper at a time.

These three people stand (or sit in the boat) and wait while one camper gets up and away, possibly falls off, returns to the dock and gets away again. This could happen two or three times . . . for ONE camper. At this rate, how many campers could experience the thrill of a ride during a one-hour period, much less in a half-hour period?

In an article such as this, we cannot consider merely the very high-priced

camps. From the standpoint of expense, there is the cost of personnel involved, cost of equipment, gas, oil and wear and tear on boat and engine. The whole programme is out of proportion with other activities on the waterfront which all campers can share, and certainly places swimming, diving, canoeing and boating very much in the side rings . . . unless one is blessed with a waterfront of mammoth proportions.

For years camp people have advocated that boating be conducted in an area other than that where the swimmers are being taught, and our Standards Committee has backed this up. With the majority of camps, even this arrangement is difficult, but if water skiing is included, still another area must be found.

Then there is the annoyance of the noise and wash of high speed boats. When little Willie or Nellie is learning to swim or to perfect strokes, the instructor must raise his voice considerably to make himself heard. Added to this, water skiing causes a distraction, since there is a certain fascination to the twisting and turning of boats and possible spills of skiers. Therefore, we have the spectacle of this activity disrupting the whole waterfront because every other must forfeit something to make it possible; it becomes almost a parasitic activity.

In my opinion if practised at all, this exciting sport should be offered as an infrequent special event for proficient swimmers, and not as regular programme.

WATER SKIING? - - - BUT, OF COURSE!

We joined the band wagon in helping to popularize water skiing — a sport that is now considered one of the fastest growing in North and South America. Since its inception at our camp in 1951, almost everyone has become addicted to this thrilling and exhilarating activity. Campers, counsellors, doctors, nurses, office staff, kitchen and maintenance staff — everyone kiis.

To say that water skiing is merely fun, hardly describes the pleasure and anticipation with which campers come to their water skiing periods. For many campers this is an activity which meets the need for adventure and excitement. To “get up” on the skis for the first time is a thrill youngsters remember for a long time. Additionally, water-skiing is an activity suitable for all age groups from the eight-year-old to the sixty-year-young. From the beginner to the advanced skier there is sufficient enjoyment and challenge all along to keep one interested for many years.

Camping is primarily interested in the development of the camper's ability to get along with people. However, the camp programme usually includes activities which emphasize individual skill. Water skiing is one of these, as are swimming, riding and many others. As an activity for individuals, water skiing gives campers the opportunity to test their skill in controlling the muscles and limbs in mastering the physical phenomena of motion on the water. The growth of the individual comes from a feeling of satisfaction in having mastered a skill which appeared

to be so difficult; also in the feeling of well-being and confidence which we all feel when we have controlled and harnessed some natural physical force. The same feeling comes from learning to swim, or mastering many other skills. However because of the dynamic and exciting quality of the activity, water skiing gives this satisfaction in a more dramatic way.

Most people who have not had any experience in water skiing are afraid of the dangers. No activity is of itself safe. Apparently more accidents occur in the home than in any other place; yet with care and discretion the dangers of any activity can be minimized. In the case of water skiing, the activity can be carried out safely provided that rigid swimming tests are required of all who participate; boat drivers and instructors are well trained; equipment, including docks, ropes, boats, motors and skis, are kept in optimum condition and skiers are kept well within the limits of their ability.

We consider water skiing to be no more dangerous than swimming, canoeing, sailing or any other activities in or on the water. By scrupulous attention to rules of safety we have been free of accidents either major or minor in seven years of intensive water skiing programming. It is doubtful if the same record can be achieved in riding or other such activities.

Well, we are glad that we got on the water ski wagon early. We've enjoyed every minute of it and we're more than ever convinced of its place in the modern camp.

PIONEERS GO CAMPING

*By Mrs. Isabel Sokol,
Public Relations Chairman,
Manitoba Camping Association
and*

*Gordon Hancock,
Institute Chairman,
Manitoba Camping Association.*

Never let it be said that the spirit of pioneering in Manitoba is dead! Case in point: The Manitoba Camping Association.

This enthusiastic group recently went on a busman's holiday pioneering a new approach, for Manitoba, anyway, to camp training institutes. They went camping!

On May third, about forty-five hearty souls, staff members representing member camps of the Manitoba Association, packed up their sleeping bags and woollies to head for Caddy Lake, about one hundred miles away, to the site of the Girl Guide Camp. The purpose: to provide an on-the-spot workshop on training for all levels of staff from camp directors to the newest Junior Counsellor; a brave challenge to be fitted in to the following two days.

The group realized at the outset that in order to achieve this ambitious goal, they would need a real, tried-and-true pioneer to guide them. Needless to say, this had to be Ted Yard, of Camp Pinecrest in Ontario. To assist Ted in this project, they recruited the best in local resources: Ed Sokol, of the Canadian Red Cross; Marion Searles and Wendy Willgoose of the Girl Guide Association; and Ross Bannerman of the St. James Y.M.C.A. Together they led workshops covering topics ranging from "How to put God into your camp programme" to "How to throw a ring buoy".

The aim behind this rather unusual approach was by actual practice to learn the techniques of camp programme. Everyone present had a hand

in the activities. They threw ring buoys into the water; they paddled canoes; they built camp fires. As a matter of fact they cooked over that same camp fire the Saturday night supper for the whole camp!

How practical can they get?

The senior staff was not left out, either. Three hours were spent in informative discussion with Ted Yard on the problems of training and supervising staff.

Perhaps the best measure of the success of this venture can be determined by the written evaluation of the participants. In summary this is what they said:

1. Future institutes should be held on a camp site.
2. Topnotch "outside" leadership, such as Ted Yard, is essential.
3. Even more practical teaching of specific skills such as crafts etc., should be included in the programme.
4. Many constructive ideas were given for future similar ventures.

All was not "sweetness and light". There were problems; e.g. — The first night's programme could have been more thoroughly organized; more variety of workshops could have been included; more free time could have been allowed. But, all in all, the general agreement was that our experiment in pioneering was a success.

By the way, due credit must be given to the weather man and to the suitability of the campsite, as contributing factors! —●

By Allen R. Wootton, F.R.S.A.
Past President,
Vancouver Natural History Society.

WILD LIFE CORNER

Evening settles on the camp. The sun, sinking in the west, reflects its brilliant rays on the scattered rows of creamy clouds peacefully drifting in the still air of a deep azure sky. A great blue heron silhouetted against the evening sky wings its way northwards with rhythmic beat of its broad wings, heading for its nightly roost in some tall tree. Myriads of small gnats flit gaily among the leafy foliage of the summer woods, their iridescent wings flashing like dancing jewels in the brilliant shafts of light from the setting sun.

Numerous caddis flies rise to the calm surface of the lake, cast off their pupal skins and take flight across the water; bats dart here and there in the pine fragrant air on their nocturnal search for prey. All nature seems at peace as the young campers pause beside the trail to marvel at the scene before them. Here is nature in all her wondrous glory functioning under the great laws of the universe.

With a spirit of adventure, of exploration and discovery and an appreciation of the beauty in nature, the camper accumulates a wealth of experiences, develops a tranquility of mind and a reverence for nature as the work of God, leading to a greater enjoyment of living.

Rambling over the countryside observing the ways and things of nature is a recreation that may be enjoyed by all who camp in the great outdoors. The greater the knowledge we have of the life about us the more nature becomes a companion on any camping holiday.

If naturelore is to be a real pleasure

and asset to the camper, it should have a prominent place in any camp programme and be woven into as many activities as possible.

Through individual observation, the camper acquires a knowledge of wildlife and learns to recognize the interrelationship of the things in nature. Through nature crafts, the desire, released by nature in the individual, to create things—to paint, to model, to weave, may be satisfied and a knowledge of the uses of nature's gifts obtained.

A nature trail and a camp museum can also be a vital, interesting, educational and absorbing part of the nature programme, especially among the younger or junior campers.

Nature trails are outdoor living museums where, by the use of informative chatty labels, the attention of visitors is drawn to the many trees, plants, rocks, insects and other wildlife developing under natural conditions along the trail.

In establishing a nature trail in camp the selection of the ground over which the trail runs is of importance. It should if possible include low and high ground, open woods, meadow, rocky bluffs, lake or sea shore, so as to cover as great a variety of plant and animal life as possible. Much depends on the location of the camp. The trail may be devoted entirely to the observation and study of birds or plants or insects, or it can be laid out in sections, one section where attention is drawn to the geology of the area, another the trees and plants, another insect life and so on; but a trail covering the overall

Cont. next page

aspect of nature, where each object is marked as it appears, probably has the greatest appeal and educational value to the camper.

Insect life found developing can be covered with celluloid or plastic cylinders with gauze ends or gauze covers to watch the development. Attention can be called to ant hills, wasp nests, galls, webs and many other interesting habits in the insect world.

To assist in the observation of bird life a covered board on which are mounted colored pictures of birds found in the vicinity of camp, can be erected along the trail.

In calling attention to objects it is more in keeping with the spirit of the trail if labels are worded in a personal way as though the specimen marked is actually speaking and telling a story about itself, describing its characteristics, uses, habitats or other interesting features.

Bird labels can be written indicating some of the birds' habits thus; "Look for the towhee in low bushes or on the ground scratching for food." "Siskins may be seen in tree tops of alder and hemlock searching cones for seed." Mention should only be made of birds frequenting the area. Some labels may be placed near plants of special value as a source of food for birds.

At intervals along the trail, place tags bearing some remarks on conservation, ecology or outdoor good manners. As an example, "A good camper does not destroy plants others will want to see." "Hawks and Owls form an important link in the chain of nature — protect them." "A good camper keeps the trail clean." "The water in this stream is muddy because it is carrying soil from eroded land." "A pair of kingfishers patrol the shore; they nest in holes in the bank," or "If you move quietly, you may see a field mouse

moving along its runways under fallen leaves and sticks on the ground."

Such signs as these help the camper to understand the world around and learn something of the mysteries of nature. These labels can be made of tag manilla, typewritten or lettered in waterproof ink and then varnished. A good size is about four by six inches. If tacked to a piece of plywood they are then easily fastened to a tree or stake and are removable at the end of camp or whenever it is necessary to make a change. Linen tags can be used or more permanent signs made of wood or metal.

In camp there are many boys and girls who like to collect things. Here is an opportunity to start a camp museum. This should not be a morgue of dry and dusty specimens in which little interest is shown but should be alive and full of interest; the displays should tell a story.

The museum can be located in a special building or in a corner of a recreation hall or outdoors on the nature trail in a rustic lean-to or shelter equipped with shelves and tables. The campers interested in making a nature collection should be encouraged under the guidance of a leader. They should work as a group, each member assisting in collecting, mounting specimens, arranging displays of leaves, grasses, rocks, insects and other interesting objects and creatures found on some adventure or trip afield, and keeping a log of finds and nature hikes. Very enthusiastic members can be appointed "curators" of various units.

Much interest is added to the exhibit if live specimens are displayed. Insects in jars and breeding cages, freshwater or marine life in aquarium tanks, small land and water creatures in terraria plants growing in boxes or tins. Tree and shrub specimens may be dis-

played by inserting the end of a leaf spray into moist soil or water in a tin or jar and each properly labelled. Sprigs of this sort can be used for table decoration in the dining hall. These should be changed often. Many specimens may be mounted on large sheets of cardboard which make excellent backgrounds for the display.

A collection of tree leaves may be grouped to show the trees growing in the camp, or leaf types, i.e., local maples, willows and other species. For an individual specie display show the leaf, flower, bark wood, cone or seed. Insects might show the life cycle of a butterfly, beneficial and destructive insects.

The geological formation of the camp area should be shown with a display of rocks and soils found in the vicinity. Stones can be grouped to show rock types, i.e., igneous, sedimentary, and metamorphic rocks.

Tracks of animals found in the locality may be recorded in plaster. These make an attractive display and stimulate an interest in wildlife and a knowledge of its everyday habits.

Besides the many things in nature that may be displayed in the camp museum, are models of things made of natural materials such as types of fire places, shelters, and camp gadgets, craft-work, baskets, prints, sketches, clay models and other articles made at camp.

Collecting natural things helps a child to learn about nature and become familiar with the objects collected. It may be the start of a life-time hobby or lead to a future occupation. In any event the camper returns home feeling that his or her life has been enriched and lifted a little higher through contact with nature.

—•

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For Your Camp Library

By Dorothy M. Douglas

CREATIVE CRAFTS FOR CAMPERS

Catherine T. Hammett and
Carol M. Horrocks.

Miss Hammett needs no introduction to anyone in camping or girl scout work: her pocket book on campcraft finds its way in and out of most counselors' pockets and THE CAMP PROGRAMME BOOK on to most camp directors' desks. Miss Horrocks is an elementary school art teacher who has been handicrafts counsellor with the Rhode Island Girl Scouts for seven years. Together they have produced what they call "a knapsack of techniques and activities for enjoying and using the 'out-of-doors.'" Fortunately I took it with me this summer to the north country to review — I say fortunately because the step-by-step techniques so well described in the text and richly illustrated with sketches lured me to collect, experiment, and create things right then and there!

While there are lots of books on crafts, this one contains some features particularly valuable for camps. It is written to help the tent, cabin, or small group counsellor, as well as the specialist, to relate the arts and crafts media and techniques to the outdoor programme; indeed, the activities grow from the outdoor setting and situation. Section I (Arts and Crafts in the Camp Programme) deals with the organiza-

tion of a crafts programme at camp: the leadership, the centre or workshop, the tools. Section II takes up the "how-to-do-it" of Braiding and Knotting, Ceramics, Basketry, Leather and Metal work, Printing and Stencilling, Sketching, Painting, Weaving, all forms of Woodwork, etc. Section III correlates these with the camp's activities giving them their significance and value to the camper, be it in campcraft, dramatics, music, equipment making, nature-lore, Indian and Pioneer Crafts, Map Making, Favours and Decorations for special events, photography. The projects suggested and described demonstrate the fascinating world that opens up when you explore CREATIVE CRAFTS FOR CAMPERS. G. R. Welch & Co. Ltd., Toronto. \$7.95.

SINGING GAMES AND DANCES

David S. McIntosh.

These sixty-four Middle West American singing games and dances were collected from Southern Illinois over a period of twenty years. There are twenty-four single circle games, five double circle squares, two triple circle squares, eight singing squares, seven contra formation games and ten irregular formation games, something for every age group from six to sixty years old. The terms used in these formations are neatly defined (including a Coffee grind swing which sounds stimulating), each

dance or game is set out so that a beginner can grasp the routine, and with each is given the melody line of the song which accompanies it.

The age levels shown in parentheses are based on an observation of those who most enjoy the dance, or whom traditional use indicates as having enjoyed participating in it. Some of the numbers would make good "ice-breakers", and altogether the collection will be a source of good entertainment for leaders in school, church, club or camp gatherings. G. R. Welch Co. Ltd., Toronto. \$3.75.

ISLAND HIDEAWAY

Margaret Govan.

Every camp library must have a Margaret Govan shelf! First the Trail of the Red Canoe then the Trail of the Broken Snowshoe; now Island Hideaway, an exciting addition to the collection, written in that quick-moving pace which keeps youngsters intrigued with the story and sorry to see its end. The island is situated in a lake in Northern Ontario, the Hideaway will remain a secret until the reader finds it; both are part of the background of a story which contrasts artificial city life with tranquil north-country living and an odd adventure thrown in for good measure. The fact that Miss Govan uses our camping country as the setting for her stories and writes about the lakes and summer resort towns we know, the fact that the author is a fellow camp director living not too far away from most camps is information which intrigues readers or listeners of all ages. J. M. Dent and Sons (Canada), Limited, Toronto. \$2.25.

E F.

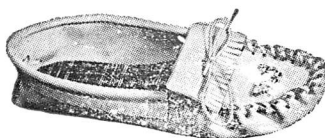
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RECREATIONAL THERAPY FOR THE PHYSICAL HANDICAPPED

By G. Allan Roeher, B.A., B.S.W., M.A.

Executive Director,

*Saskatchewan Council for Crippled Children
and Adults.*

Reprinted from Saskatchewan Recreation.

Not many years ago, it was considered inconceivable that physically paralyzed and disabled persons could actively take part in organized sports. Yet today, handicapped persons, by their own efforts, have proven their ability to take part in organized sport, not only to their own satisfaction, but to the infinite enjoyment of thousands of able-bodied spectators.

What is true for adults, is true in greater or less degree for children. Similarly, what is possible for paraplegia can be applied to various disabling conditions. It is less than a decade ago that camping for the physically handicapped began as a recognized phase of a rehabilitation programme. Saskatchewan's experience is only two years old, with the first camps held in rented facilities at Watrous, Lumsden, Crystal Lake, Lebreton and Fort Qu'Appelle. Its success has resulted in the establishment of a permanent site this year, and a camping programme able to accommodate most eligible handicapped in the province.

The program itself is sponsored by a voluntary agency, the Saskatchewan Council for Crippled Children and

Adults, and financed through funds raised by the annual Easter Seal campaign. The Little Manitou Beach Chalet, formerly used as tourist accommodation for the summer resort nearby, is the site for the permanent programme.

The camp programme for physically handicapped resembles a normal camp programme, observing all phases of activities and routines of normal camping. The essential difference is that activities are modified where necessary to meet each group's level of abilities. The staff-camper ratio is greater than for regular camps and includes persons from the fields of medicine, physical therapy, nursing, occupational therapy, craft work, water and safety instruction, music and sports. The counsellor ratio is one for every four campers. The camp programme is under direction of a person experienced in camping and versed in the medical-social phase of rehabilitation. A leadership training course which gives orientation in the essential elements and methods of man-

agement of persons with disabling conditions, precedes each summer's programme.

Theoretically, all handicapped are eligible for admission to camps. In practice it has been necessary to limit admission according to age and ability. Until the programme is further established and sufficient funds available for extension, children below the age of seven are not accepted. Until last year, those so severely disabled as not to be able to function independently in a wheelchair were precluded. A week-end session for the "hospital" group was held last year and proved sufficiently successful that further experimentation will be done of a similar nature this year. Age and ability determine such programme planning as length of camp, grouping of children and activities. The overall requisites include rest, therapy, recreation, music, drama, vespers, crafts, group projects and special features. Two adult groups have attended camp, but this aspect is still in the trial and error stage. While the adult group essentially follows regular camp routine, more emphasis is placed on interpersonal and social group development.

The camp results to date, have verified that the handicapped child can overcome greater obstacles than his limitation would indicate, if sufficiently motivated. Consequently, an effective camp staff and programme is cognizant of the delicate balance between the elements of motivation and challenge. The degree of motivation must be consistent with the challenge. This became evident with the rented facilities used during the first two years of the camping programme which were considered most unsuitable, being located on a hillside and lacking conveniences assumed paramount in group management of the handicapped. Yet, in consequence, the campers learned to surmount these difficulties and achieve

Cont. next page

memo to: OUR CAMP ADVERTISERS

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One enrollment resulted through your referrals; 2 enrollments were traced to our advertising in Parents' Magazine.

—Girls' Camp, Lake Erie

Our single advertisement in Parents' brought us 10 inquiries and 3 enrollments in addition to the boy through your office.

—Boys' Camp, Michigan

Our advertising in Parents' Magazine brought 17 direct inquiries and 3 direct enrollments. One of these enrollments was from a mother who was (our) camper thirty-five years ago!

—Girls' Camp, Maine

Thanks once again for your interest and cooperation. Bureau leads resulted in 4 enrollments, our advertising in 9 inquiries and 3 enrollments.

—Boys' and Girls' Camp, New York

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physical progress beyond the staff's expectation or rehabilitation prognoses. As a result of this experience, camp planning for permanent camping in this province took into consideration camp sites and facilities which will approximate the situations and difficulties that the handicapped later may face as adults living in the community.

In conclusion it can be stated with reasonable certainty that the motivation created by a recreational environment adapted to the needs of a particular and selected group of physically disabled, results in significant physical, emotional and social development of the group — a salient phase in rehabilitation.

For Your Library

The following pamphlets are available through the Ontario Camping Association office, 93 Yorkville Avenue, Toronto:

Master-Plan Your Camp — An article by Bradford Sears on the arrangement and planning of camp sites

Free

Fatigue, A Major Problem At Camp — An article on health and safety by Dr. J. H. Ebbs.....10c

Woodfire and Candle-Light—A reprint of four of the favourite poems of Miss Mary Edgar, reprinted from her first bookFree

Canoeing, A Canadian Heritage — Three articles covering the history of canoeing, written for Canadian Camping by Mary Porter.....25c

The Emotionally Disturbed Child — A series of seven articles written by Florence Schill for the Globe and Mail, Toronto, and reprinted by themFree

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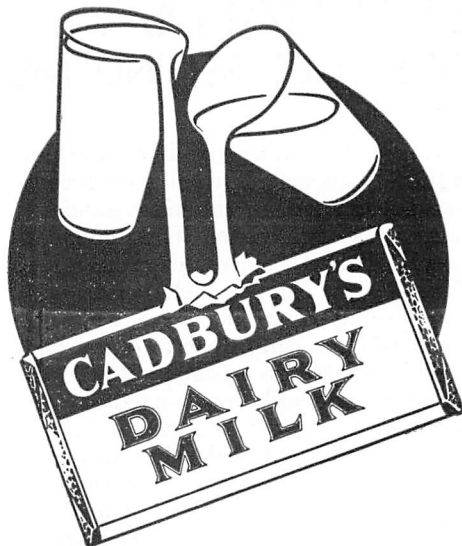
At last the load of the out-trip can be lightened. The MAC-PAC, a nylon-covered yoke, suitable for campers, hunters, skiers, hikers, canoeists, and weighting only fourteen ounces, is now on the market. In fact, it won the 1957 National Industrial Design Council Award in Ottawa.

The Mac-Pac is a yoke made of felt pads covered with olive drab nylon, with two metal rings and two long straps of nylon and leather. On the two rings can be hooked any kind of packsack, bedroll, packboard or forest fire-fighting equipment. The yoke rests easily on the shoulders of a man, woman or child of any size, and makes use of the trapezoid, between the shoulders, which is the muscle obviously intended for load carrying. Those who have tested the yoke carrying sixty to one hundred pounds say that it has the curious effect of lightening the load, rather than making it a burden.

No tump lines are required, and no rubber pads need be worn, since this yoke is scientifically designed to stay in a comfortable position on the shoulders and back. Another advantage is that the whole pack and yoke can be instantly discarded in case of emergency.

Col. E. R. Rivers-MacPherson, retired and now living in Ottawa designed the yoke in an effort to fill the need for a better way of carrying loads in the army. Now he feels it will benefit all camping people, sportsmen, hikers and skiers, and can be adapted to carry canoes without any extra trappings.

Any new members who are interested in working with the Editorial Committee are asked to write or telephone the Chairman, Mr. Barry Lowes, 74 Lyndhurst Avenue, Toronto 10.



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STANDARDS . . . GET THEE BEHIND ME!

*By Bruno Morawetz, Director,
Camp Ponacka.*

It was at the time that I was working with my canoeing instructor on recommended changes in canoeing standards that we became aware of requirements which would differ from camp to camp. Those for a camp which begins with six-year-olds could not have the same standards as a camp such as ours which would be based on an age limit of eight. Other recommendations hinged on shallowness of water around a camp, natural protection and other variables. As we went through point by point, I began to feel that in the last analysis, the standards will be only as good as the people interpreting the meaning of the various requirements; and this led to the questioning of the entire procedure.

The difficulties thus far mentioned are not insuperable, but I mention them in order to show how they led to the much more fundamental questioning which follows. I have thought about this matter now for a considerable length of time, and I am confirmed in my belief that my observations were not prompted by any kind of irreflective mood.

During the past few years I had felt a certain kind of uneasiness about the attempts of the Camping Association to set minimum standards. I felt I could not speak against this attempt because in some small respects our camp did not meet the standards and had I spoken up it might have appeared as if I tried to get away with inferior means of camping. In my protest against canoeing standards no such motive could be attributed to me, and hence I feel free to speak up.

In my protest against every form of

standardization I wish to lay down as my major premise that "man does not, or at least ought not, to live by bread alone". Paradoxically, nothing is easier for a camp director than not to see the trees for the woods, and as a philosopher I would like to make an earnest plea for your serious consideration. Everyone agrees to the general proposition that **THE RAISING OF CAMP STANDARDS IS A GOOD THING**. I certainly agree with that. **BUT**, are we really raising camp standards in a deeper and more important sense by the methods which are aimed at this result? This I wish to challenge.

Modern theologians and many modern philosophers are warning us that our greatest danger lies in becoming totally submerged as individuals. More and more, modern man is becoming a "mass man". The standardization which bombards us from all sides has become so great and so continuous that most of us have stopped noticing it. That is why I proceeded merrily to follow suit in evolving better canoeing standards until I reflected further. The forces of mass communication are around us daily in newspapers, bill boards, radios, television etc. They tend to equalize us and they tend to rob us of our most precious gift, our *God-given individuality*. The North American spirit is a spirit of conformity. You should think like the others, dress like the others, talk like the others, date like the others, value like the others, desire like the others; woe to him who deviates from the accepted norms. This is the contribution of mass communications.

The other force which submerges our individuality is our **MANIA FOR**

EFFICIENCY. The desire for better equipment, in order to save time, and since time is money, in order to save money; this desire enslaves us in a more insidious way. Efficiency is the key word in modern enterprise. Efficient restaurants, for example, will have stainless steel coolers, arborite counters, isles of a certain width, cash registers where they serve most efficiently, floor coverings that wipe more easily, and the whole place conforms in every detail to the latest trade journals. What a triumph of efficiency! But, oh, what a soul-destroying experience to eat in places that are all alike from Texas to North Bay, and from San Francisco to Truro. Yes, indeed, the modern restaurant is efficiently equipped; there is no denying of that. The same tendency appears in beauty parlours, hotels, hospitals, offices, etc. These places all follow "accepted practices", the latest in *efficiency*.

By emphasizing efficiency, and thereby standardization, are we not seriously encroaching on our liberties and individualities? The most efficient camp is not necessarily the best camp. If most people appear soul-less, if life is uninteresting, if they need to be diverted at all moments of their lives, is it not because initiative is largely taken out of their hands by modern methods of mass production and tending to machines? *Must we really encroach on whatever individuality is left to the camp director and his canoeing instructor?* Can any amount of greater efficiency or standardization compensate for the loss of individuality? Would it be so bad of Ponacka campers paddled differently from Ahmek campers?

Why should we standardize canoeing? It should not be justified by the desire to make a chevron on a camper's paddle a sign of uniform achievement. I can see some value in it, but is it worth the

price? Are we trying to protect campers from their directors? If so, we should also standardize sailing, sing-songs, meals, bed hours, archery ranges, sun-hats. Surely the mere setting of standards will not protect children from an unscrupulous director or canoeing instructor.

Let us be brave and stem the tide of the "brave new world". We camp directors still have a chance to give individuality its just due if we do not become too obsessed with the streamlining and mania for efficiency creeping in on both sides of our long border. Can we not trust parents or the agencies sponsoring camps to be the judges? In our attempt to "raise standards", we are forced to place all the emphasis on the visible and tangible features of camp life. Though I recognize the value of good physical features, I wonder if the more intangible features of camping are not pushed into the background as we become more and more preoccupied with pipes, valves, drainage, age limits, staff relations, etc. Are we not falling more and more into organized playgrounds and leaving behind the values that gave camping its start and impetus?

Let us guard and cherish freedom as much as we can. Let us spend our spare time nourishing our souls rather than debating debatable legislations. The best way to raise standards is to imbue our campers and staff with moral fibre, with character and sound principles, with beauty in the soul, all of which can be well done in a camp setting. Persons possessing these qualities will do more for good canoeing, for health and safety of our youth than the setting of minute rules and standards. Let us not forsake a greater, deeper but less obvious good for a very obvious but very minute good, for man shall not live by bread alone.

—●

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Robertson Davies said recently that he was working on a play in which the central character "breaks up into his component parts." The self that you seek to understand when you ask, "Who am I?" seems to be broken up into many parts. For example, Lewis Joseph Sherrill has suggested some of the following aspects of the self:

1. There is the self that is capable of closeness with other selves.

2. There is the self that is capable of liberation. You thrust out to free yourself from domination by others or by external forces.

3. There is the self that is capable of community — that finds satisfaction in group life. This involves accepting and being accepted.

4. There is the self that is capable of wholeness. We strive for integrity. Man

struggles for consistency between what he secretly is and what he openly is.

5. There is the self that is capable of creativity. This involves the spontaneous evolution of the insight, the ability to put old things together in a new way.

6. There is the self that is capable of growth. The infinity principle is at work in all of us making us restless and impatient with the static.

And so, all of us — campers, leaders, everybody — are engaged in a common struggle to make sense out of life. This is our "audacious bid" to bind ourselves to creation and the Creator as we seek answers to fundamental questions like, "Who am I?" and "Where am I going?"

This is what it means to be camping in depth.

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being Canadian or American. Later, however, a touch of International colour crept in when French and Danish girls were added to those eligible for trips. Soon South Americans, Philippines, Italians, Norwegians, names from every country represented at the camp followed suit, and the groups, gathered at the points of departure, took on a different look; yet not once did one of the canoes capsize, not once was the motor boat (moored and ready at the dock) needed to rescue a single camper . . . a tribute indeed to the careful work of the waterfront staff and to those who, by lending canoes, had made their task more possible.

Every girl had brought souvenirs from her own country to trade with her fellow campers; all brought Folk Songs and Dances with which to entertain each other at Campfire; and everyone had come intent on making friends with people from other lands. Thus, it was not only a vast world geography lesson; there was in it a real feeling of International Friendship. Girls whose fathers had probably fought against each other not too long ago had met and were living, not only peacefully but with obvious enjoyment, side by side. All came with their parents' full approval, and have now returned with many tales of other lands, and address books bulging with names of new friends whose homes are scattered throughout the world.

On Monday, August 19th, they went as suddenly as they had come, taking with them the memory of a rich experience. The doe returned to graze the fields with her fawn, birds again sang in the trees, and the Beginners' Swimming Area was appropriately occupied by a family of Red Headed Merganser Ducks.

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By Charles Roche,
B C. Camping Ass'n.

1939 saw the beginning of school camping in the state of New South Wales, Australia, under the direction of Gordon Young, director of Physical Education and a former Canadian Y.M.C.A. Secretary. From its small beginning as one tent-camp with 3,000 camper days, the movement has grown to nine permanent camps with 100,000 camper days registered during the school year.

The Department of Education, through the Physical Education Branch, conducts several types of camps, the biggest of which are the school camps, of 8 and 15 days duration. The length

of the camp depends upon the age group concerned; the two groups being ten to twelve years and twelve to seventeen years.

These camps are staffed by department teachers. The camp principals are headmasters by status and salary and the staffs are drawn from Physical Education specialists and Primary School staffs. The curriculum has been especially prepared to take advantage of the social and physical environment. It includes swimming, recreational, physical education, bushcrafts, nature lore, handcrafts, first aid and hygiene. Indoor facilities for physical education, and a swimming pool are provided at each camp.

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continued on page 41

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Which draws you humbly to the
Father's throne.
For there the finite meets the Infinite,
And human limitations melt away;
God's great reserve of kindling, con-
quering power
Is ours to draw from for the hardest
day.

WINTER

Winter's in the North again
With jewels in her hair,
With crystal beads a-shining
And a spotless gown to wear.
Her eyes are twinkling like the stars,
Her cheeks are all aglow,
And stencilled with blue shadow-bars
Is her mantle of the snow.
Winter's in the North again
With merry bells that chime,
Echoing through the forest
The joy of Christmas time.
The lakes are silvered over,
Her wand has touched each pane;
The ski-trails ring with laughter
For Winter's here again.
winner.

CAMP

Do you know or remember me?
I am the fields and trees
Beside the shining river.
I am the tents and dorms
The dining hall and play fields.
I am the friendly sun
New born each summer's day.
I am the flashing arms
Glistening and shining with water.
I am the sound of a ball well hit
Or caught with hands outstretched.
I am the trees green and full,
The dusty road that leads to unknown
spots.

I am the campfires when the sun has
set
Songs loved and hummed over and
over again.
I am sleep under the stars
Or a meal cooked with delight.
I am the owl or whippoorwill
The quick shining trout.
I am the bird and the cricket's call
The blue mountains deep against the
west.
I am the fellowship renewed
Each day at morning and evening
prayers.
I am excitement born of pleasure
Something looked forward to or re-
membered.

— E. Hilton Chaloner.



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circumstances prevent them from meeting the whole cost of the camp fee, but are prepared to contribute a portion of the cost, special confidential arrangements are available, in that the balance of the fee is charged to the Fresh Air Fund. A programme is prepared annually whereby all schools are allocated certain times of the year to attend camp. Attendance is optional and it is not considered that any child's normal school work is impaired through his or her attendance. Special concession rates are provided to those students travelling by train or bus.

Short duration camps are also conducted by the department at some of its smaller camps throughout the state. Three-day camps are conducted by teachers especially selected for this purpose. While the curriculum is, in general, similar to that of the longer-duration camps, special emphasis is placed on bushcrafts, nature lore, etc. Each camper is responsible for cooking his or her own meals at this type of camp. A second type of short-duration camp is conducted by individual schools ranging from three to ten days. Some of these camps take practically the whole school, and the programme varies with the purpose of the camp.

Teacher-Training Camps for physical education specialists are conducted during the summer holidays each year, covering all phases of physical education, including water safety and life-saving, as well as coaching in practically all sports. The department also conducts leadership training camps during weekends and other long holiday weekends for youth and community organizations.

In the smaller camps, where periods are not utilised for school purposes, sporting bodies, church groups, Boy Scout, Girl Guide and similar youth organizations conduct camps for varying lengths of time and purpose.

ISLAND HIDEAWAY

By Margaret Govan

John Patterson has won national fame as a T.V. and radio star. The contrast between his usual artificial life and the outdoor adventures that happen to him during his vacation with the Brown family in Northern Ontario forms the subject of another exciting story by the author of *The Trail of the Red Canoe* and *The Trail of the Broken Snowshoe* - - - \$2.25

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camps, and the senior staff people of such, are in strategic yet vulnerable positions with regard to water-safety practices. They can insist on certain minima as suggested herein. If they don't, they are assuming a grave responsibility and inviting embarrassment, hazard and liability, and endangering the good name of all camps. These officials should press for the provision and use of markers, buoy-lines, equipment, competent personnel, and strict, frequent and consistent application of the supervisory system that has been agreed upon.

Though a particular camp may have a waterfront that nature has made shallow and relatively free from hazard, good supervision and frequent checking are still necessary. The oldsters need to remember, and the campers need to be impressed with this fact: That safety precautions and training and practices and check-ups are to help enable all to swim safely at all times. And they are also to help spread this gospel of water-safety far and wide by their own example of observance of it everywhere.

Does it need a Fatality, plus the painful and unforgettable duty of informing a family of the tragic loss of a boy or girl — does it need THAT to impress us unforgettably with the conviction that such occurrences are infinitely more easily prevented than experienced or explained or forgotten?

Accidents will happen at times even to the most skilled, and in spite of the best precautions and supervision. But let us not have any that is due to lack of precaution, or to indifference or carelessness with respect to even the most elementary and widely recognized methods of supervision.

In a word, let us REALLY and SERIOUSLY put SAFETY—FIRST!

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